

1. CURRICULUM VITAE

MAGDALINI VITSOU



1.1. PERSONAL INFORMATION

- **Status** :Married
 - **Nationality** : Greek
 - **Date of birth** :73/12/27
 - **Address** :14 Adrianoupoleos Str., Volos, Greece, 38445
 - **Phones** :(0030)-2421006360, (0030) 6943542711
 - **E-Mail** : magvits@gmail.com
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- Personal Web page** : https://www.researchgate.net/profile/Magda_Vitsou/research
: <https://uth.academia.edu/MagdaVitsou>

1.2. ACADEMIC

- October2010
February 2016
University of Peloponnese
Faculty of Fine Arts
Department of Theatre Studies
Phd in Theatre Pedagogy: ***“Puppetry as an intercultural and communication tool in teaching Greek as a second language: a case study in preschoolers of studying the Greek language in Stockholm”.***
Grade: “Excellent”, 10/10
- September2005
September 2007
University of Thessaly
School of Humanities & Social Sciences
Faculty of Early Childhood Education, Postgraduate Programme ***“Educational Sciences: Creative Educational Environments and Playing”*** Master of Arts (M.A.) in Education
Grade: “Excellent”, 9,57/10
- September 1992
September1996
University of Athens
National and Kapodistrian University of Athens
School of Education
Department of Early Childhood Education
Grade: Very Good, 7.86/10

1.2.1. SPECIAL TRAINING COURSES

- 2017/05/02-2017/06/26 Major in **“Aspects of Refugee Education”, Press Project**, Hellenic Open University, 50 Hours
- 2014-2017 Major in developing educational programs in Greece **“Teachers4Europe”**, European Commission
- 2015/03/14-2015/05/25 Major: **“Education through Art”**, 50 hours (16 hours theory, 34 hours practicum)
- 2014/11/07-2014/11/20: Course **“Dealing with Bullying at school”**, 40 hours, Greek Ministry of Education
- June 2012 - July 2012: Major **“ Art of Puppetry in Education and Therapy”**, London School of Puppetry
- 12/02/01-12/03/31: Major **“Teaching Greek as a second language in a multilingual classroom”**, Aristotle University of Thessaloniki
- 2008/06/01-2009/06/15: Major in **“Developing qualification levels of knowledge of Greek language as a foreign / second”** Greek Language Center, Aristotle University of Thessaloniki
- 2008/04/12: Major in Reggio Emilia Approach **“Kreativitet faller inte fran himlen”**, Reggio Emilia Institut Stockholm
- 1998/09/1998 - 1999/05/30: One year course in **“Drama in Education”** (Drama Pedagogy, Group Coordination & Animation, Drama Methodology, Methodology of Creation & Performance” Municipal Conservatory of Volos
- 1998/09/10 - 1999/05/30: One year course in **“Music and Kinetic in Education”** (Theory and Laboratory Exercises, Theory of Music and Solfez, Metallofon, Flute), Municipal Conservatory of Volos

1.2.2. FOREIGN LANGUAGE CERTIFICATES, COMPUTERS

- 2007 Certificate of Proficiency in English
English Language Institute, University of Michigan
- 2008 SFI, Svenska for Invandrare
- 2013 Certification in the use of computers in the educational process, A' & B' Level, Greek Ministry of Education

1.3. ACADEMIC EMPLOYMENT

1.3.1. Academic teaching experience

2019/02/01-today: Laboratory Teaching Staff, Department of Early Childhood Education, University of Thessaly

Subject: Applied Preschool Pedagogy in Practicum

1.3.1.1. Teaching in Post Graduate Programs

2017- 2020: Tutor in Hellenic Open University, Postgraduate Course "Language Education for Refugees and Migrants (LRM)", Module LRM54

1.3.1.2. Lectures in Post Graduates Programs

2020/05/20: University of Peloponnese
Faculty of Fine Arts
Department of Theatre Studies
Post-Graduate Studies Programme (PGSP) "MA in Drama and Performing Arts in Education and Lifelong Learning",
✓ 6 hours lecture (spring semester) "Performing objects in classroom"

2019/05/11: University of Peloponnese
Faculty of Fine Arts
Department of Theatre Studies
Post-Graduate Studies Programme (PGSP) "MA in Drama and Performing Arts in Education and Lifelong Learning",
✓ 6 hours lecture (spring semester) "**Puppetry in education and language classroom**"

2018/03/17: University of Peloponnese
Faculty of Fine Arts
Department of Theatre Studies
Post-Graduate Studies Programme (PGSP) "MA in Drama and Performing Arts in Education and Lifelong Learning",
✓ 6 hours lecture (spring semester) "**Puppetry as a multimodal form in classroom**"

➤ Winter 2016: University of Thessaly
School of Humanities & Social Sciences
Faculty of Early Childhood Education, Postgraduate Programme "Educational Sciences: Creative Educational Environments and Playing",
✓ 3 hours lecture «**Persona Dolls: an effective tool in education**»

➤ Spring 2017: University of Thessaly

School of Humanities & Social Sciences
Faculty of Early Childhood Education

✓ 3 hours lecture "**Drama in education: potentials and perspectives**"

2017/03/4-5

University of Peloponnese
Faculty of Fine Arts
Department of Theatre Studies
Post-Graduate Studies Programme (PGSP) "MA in Drama and Performing Arts
in Education and Lifelong Learning"

✓ 5 hours Lecture (spring semester) "**Puppetry as an education tool**"

2016/04/23:

University of Peloponnese
Faculty of Fine Arts
Department of Theatre Studies
Post-Graduate Studies Programme (PGSP) "MA in Drama and Performing Arts
in Education and Lifelong Learning",

✓ 2 hours Lecture (spring semester) "**Dialogical drama with puppets**"

➤ Winter 2012:

University of Thessaly
School of Humanities & Social Sciences
Faculty of Early Childhood Education, Postgraduate Programme "Educational
Sciences: Creative Educational Environments and Playing",

✓ 3 hours lecture "**Persona Dolls against discrimination**"

1.3.1.3. Teaching in Undergraduate Studies

Winter Semester, 2019: University of Thessaly,
Faculty of Early Childhood Education,
Lecturer: **Puppets and Puppetry**, (ECTS:4), (5th Semester)

Winter Semester, 2019: University of Thessaly,
Faculty of Primary Education,
Adjunct Lecturer: **Drama in Primary Education**, (ECTS:4) (5th and 7th Semester)

Spring Semester, 2018: University of Thessaly,
Faculty of Early Childhood Education,
Adjunct Lecturer: **Drama and Symbolic Play**, (ECTS:4), (7th Semester)

Winter Semester, 2017: University of Thessaly,
Faculty of Primary Education,
Adjunct Lecturer: **Drama in Primary Education**, (ECTS:4) (5th and 7th Semester)

Spring Semester, 2017: University of Thessaly,
Faculty of Early Childhood Education,
Adjunct Lecturer: **Drama and Symbolic Play**, (ECTS:4), (7th Semester)

Winter Semester, 2016: University of Thessaly,
Faculty of Primary Education,

Adjunct Lecturer: **Drama in Primary Education**, (ECTS:4) (5th and 7th Semester)

Academic Years 2013-16: University of Thessaly,
Faculty of Early Childhood Education
Teacher Assistant in Teaching Practice Programme (7th semester)

1.3.1.4. Lectures in Undergraduate Studies

- Spring 2018: University of Thessaly
Department of Architecture Engineering
✓ 3 hours lecture: **"Embodiment in a school class through drama"**
- Spring 2018: University of Thessaly,
Department of Primary Education
✓ 3 hours lecture: **"Drama techniques in language learning"**
- Spring 2018: University of Thessaly,
Faculty of Early Childhood Education
✓ 3 hours lecture: **"Drama techniques in the early childhood curriculum"**
- Winter 2016-Spring 2017: University of Thessaly,
Faculty of Early Childhood Education
✓ 3 hours lecture: **"Dramatization of stories"**
✓ 3 hours lecture: **"Projects and Drama in Education"**
- 2013/03/21: University of Peloponnese
Faculty of Fine Arts
Department of Theatre Studies
✓ 3 hours lecture: **"Puppetry techniques"**
✓ 3 hours workshop: **"Conflict management through puppetry"**

1.3.1.5. Supervising postgraduate diploma thesis

1. Supervisor of postgraduate diploma thesis:

Konstantoula Thomai (2019). *"The involvement of Roma mothers in their daughters' education: Views and perspectives of Ptolemaida camp mothers"*. Post Graduate Program: Language Education for Refugees and Migrants. Hellenic Open University, School of Humanitarian Studies, <https://apothesis.eap.gr/handle/repo/40965>

Kiamili Despoina (2019). *"Needs analysis on linguistic and sentimental level of primary school immigrant children and empowerment through team-work educational activities"* Post Graduate Program: Language Education for Refugees and Migrants. Hellenic Open University, School of Humanitarian Studies, <https://apothesis.eap.gr/handle/repo/40967>

Bouga Ourania (2019). *"Re-imagining Second language education in a Greek reception class through the use of creative language activities: A qualitative study"*. Post Graduate Program: Language Education for Refugees and Migrants. Hellenic Open

University, School of Humanitarian Studies
<https://apothesis.eap.gr/handle/repo/41446>

- Dimadi Sophia (2019). "Exploring the Impact of Blending Differentiated Instruction with Linguistically Appropriate Practice Towards a Culturally and Linguistically Responsive Pedagogy: An Action Research in a Reception Class". Post Graduate Program: Language Education for Refugees and Migrants. Hellenic Open University, School of Humanitarian Studies, <https://apothesis.eap.gr/handle/repo/41470>
- Al Jubeh, Dania (2020). "Empowering Arabic speaking migrant or/and refugee children with the use of Persona Doll", (MA Language Education for Refugees and Migrants), <https://apothesis.eap.gr/handle/repo/45532>
- Kamaretsou, Alexandra (2020). "Social-Emotional Activities and Educational Drama Techniques Employed in a Classroom of Refugee Children Learning Greek as an L2 to Improve Group's Relationships with Peers: An Action Research". (MA Language Education for Refugees and Migrants), <https://apothesis.eap.gr/handle/repo/45579>
- Strikou, Maria (2020). "Assessing the intercultural competence and sensitivity of primary school teachers in Greece: a mixed-method research", (MA Language Education for Refugees and Migrants), <https://apothesis.eap.gr/handle/repo/45557>
- Vourlida, Evangelia (2020). "Mother tongue in Education: Research upon the presence and use of the migrant and refugee students' mother tongues in the formal education in Greece", (MA Language Education for Refugees and Migrants), <https://apothesis.eap.gr/handle/repo/46228>
- Kotrsotsou, Panorea (2020). Material development for refugee/ immigrant students: teachers' views on the fairy tale as a tool of intercultural education, design and implementation of a language and emotional program by using the fairy tale "The Little I Am Me", (MA Language Education for Refugees and Migrants), <https://apothesis.eap.gr/handle/repo/46474>

1.3.2. **Teaching experience in Education**

August, 1996 – May, 1997

Private Nursery School "Mother care", Athens, Greece, *preschool teacher*

- Develop interactive literacy and numeracy activities to fulfil curriculum, tailored to four-to-six year olds
- Deliver creative learning and play activities to up to 20 preschool children
- Teach according to legislative requirements and centre principles

July, 1997 – September, 1998

Private Nursery School "Babyland", Volos, Greece, *preschool teacher*

- Observe, report and assess children's development and behaviour
- Conduct learning activities with respect to individual needs of children, including basic self-help skills
- Develop puppetry courses

October, 1999 – June, 2000

Public Nursery School of Xanthi, Greece, *preschool teacher*

- Develop rapport with children, families and staff
- Observe, report and assess children's development and behaviour
- Conduct learning activities with respect to emotional health of children

September, 2001-August, 2007, *Preschool Teacher in Greek public schools*

Greek Ministry of Education, Lifelong Learning and Religious Affairs,

Curriculum vitae

- Develop creative activities due to National Preschool Curriculum
- Focusing on multicultural education through drama techniques
- Utilise various computer learning programs focused on positive learning experiences

September, 2007-June 2010, *preschool teacher*

Greek Government Schools of Stockholm

- Develop learning activities through arts
- Follow the principles of second language acquisition
- Expert in using puppetry as an educational tool

September, 2010-2016/10/3030/10-2016 *preschool teacher*

Greek Ministry of Education, Lifelong Learning and Religious Affairs,

Preschool Teacher in 3rd Preschool of Nea Ionia Volos

- Headmaster of the preschool, using innovation methods in the leadership of the school unit, like Reggio Emilia Approach
- Observe, report and assess children's development and behaviour
- Using Puppetry as an education tool in practice

November 2016—August, 2017

Coordinator of Refugees Education, Prefecture of Magnesia, Ministry of Education

September 2017-30/1/2019

Principal of 3rd kindergarten School of Volos

February 2019-present

Laboratory Teaching Staff,

Department of Early Childhood Education

University of Thessaly

http://www.ece.uth.gr/main/el/views/meli_edip

1.3.3. Research Projects

- 10/10/2019 έως και 31/03/2022: **Step Up Program**, (Student Teachers Practice for Democratic Culture - STEP UP-DC), IKY.
- 'December 2019-June 2020: **"Schools for all – Integration of Refugee Children in Greek Schools"** which is run by the European Wergeland Centre under the auspices of the Hellenic Ministry of Education and Religious Affairs. The consultancy contract covers the period December 2019 to June 2020
- 2019-2020: **"Accelerated Learning Materials Development & Teacher's Capacity Building"**, UNICEF (Refugee and Migrants Response in Greece)
- 2019: **"Teacher trainings in the regions of Peloponnese, Eastern Macedonia, Thessaly, Epirus and Crete"** (code 5915), UNICEF (Refugee and Migrants Response in Greece)
- December 2016-May 2017: Language Laboratory of University of Thessaly: Research project **"Literacy through Drama in refugee children**. Scientific responsible: Maria Papadopoulou

- 2015/11/15 έως 2016/06/30: Research project Code.5149.02: "**University Scholars , Department of Early Childhood Education**", Scientific responsible: Vasilias Christidou

1.3.4. Organizing-animating Drama Workshops/Events

- 2018/03/21: Animating an antiracist drama event in the center of city (Volos) with students of the Department of Early Childhood Education entitled: "Where do the voices go?"
- 2018/01/13: Organizing "open" drama workshops within the course "Drama in Primary Education". The topics of the workshops were integrated into thematic such as "local history", "environmental education", "emotional education", "interculturalism" and "mythology". Pedagogical workshops were implemented in educational, social and cultural institutions of the city.
- 2017/11/1: Workshop «Teaching multilingual classed through drama», in teachers of English Language, Prefecture of Magnesia
- 2017/09/20-2017/10/25: Puppetry workshop in elementary schools of Volos "Puppet as a teacher assistant", educational transition program from kindergarten to elementary school
- 2016-20015: several workshops in Drama in Education

1.4. PUBLICATIONS

1.4.1 DOCTORAL THESIS

1. Vitsou, M. (2016). "*Puppetry as an intercultural and communication tool in teaching Greek as a second language: a case study in preschoolers of studying the Greek language in Stockholm*". <http://www.didaktorika.gr/eadd/handle/10442/37137>

1.4.2. BOOKS- INVITED BOOK CHAPTERS

1. Papadopoulou, M., Vitsou, M., Gana, E., (in press). "Με λεμόνι"[lemoni] : Communication practices of children refugees in a project of Literacy through Drama. In Chatzidaki, A. & Tsokalidou, R. *Challenges and Initiatives in Refugee Education: the case of Greece*, Cambridge Scholars Publishing
2. Vitsou, M. (2016). Writing stories through puppets in a kindergarten classroom. <http://ts.uop.gr/syngrafeisargolidas-symposio/index.php/efarmosmena/180-3>
3. Vitsou, M., Dimou, P. (2015). "*Teaching Languages through drama*", Educational Kit for European Committee, (KIT) : <http://www.teachers4europe.gr/files/t4ekits/2015.5776.pdf> ISBN: 978-92-79-52280-2
4. Vitsou, M., Dimou, P., Konstantinidis, F., Pelekanou, D., (eds) (2013). *Teaching Greek as a second language in a Multicultural Society*, Volos, (p.p.), ISBN 978-960-93-5651-0
5. Vitsou, M. (2012). Using Puppetry in teaching Greek as second language. In M., Velioti, (eds). *Puppetry, Animating Theatre*, (p.p. 119-136). Department of Theatre Studies, University of Peloponnese, Aigokeros. <https://www.ianos.gr/en/kouklotheatro-to-theatro-tis-empsixosis-0295460.html>
6. Vitsou, M., Agtzidou, A. (2008). Persona Dolls against Discrimination. In D.M. Kakana, G. Simouli, (eds). *Early Childhood in 21st Century: Theoretical approaches and teaching practices* (p.p. 275-282). Thessaloniki: Epikentro, <http://www.epikentro.gr/index.php?isbn=9789604581733>

1.4.3. PEER-REVIEWED JOURNAL ARTICLES

1. Vitsou, M., Kamaretsou, A. (2020). Enhancing Peer Relationships in a Class of Refugee Children Through Drama in Education: An Action Research, *Creative Drama Education [Yaratıcı Drama Dergisi]* 15(2), 337-354. DOI: 10.21612/yader.2020.028

2. **Vitsou, M.**, Papadopoulou, M., & Gana, E. (2019). Drama Pedagogy for Refugee Children: means for Empowerment and Communication. *Babylonia, Thematic Issue: 'Languages on the Move'* (Laura Loder Büchel & Nikola Mayer, eds.), 3, 44-49.
3. Vitsou, M., Papadopoulou, M. (2019). Ekpaidefsi meso ethelontikis drasis:symmetoxi fititriou se ena programma grammatismou paidion prosfygon me texnikes tis dramatikis texnis stin ekpaidefsi [Volunteer education: university student participation in a literacy program for refugee children with drama in education], *Ερευνώντας τον κόσμο του παιδιού [Research in early childhood education]*. <http://www.omep.gr/%CF%80%CE%B5%CF%81%CE%B9%CE%BF%CE%B4%CE%B9%CE%BA%CF%8C.html>
4. **Vitsou, M.** (2014). Dialogical Drama with puppets in teaching Greek as second of foreign language., *Research Iridium* , 1, 52-72, http://ts.uop.gr/images/files/final_IRIDIUM.pdf
5. **Vitsou, M.** (2014). Combating conflicts in classroom through puppetry: a case study, *Journal of early childhood education*, OMEP, 13, 64-72, http://www.omep.gr/images/periodiko/OMEP_ThematikoTeyxos_13.pdf
6. Dimou, P., **Vitsou, M.** (2014). Educational policies in teaching Greek as a second or foreign language in Sweden and the linguistic idiom in Greek Community. *Teacher4Europe Journal*, 1, 3, 85-94, https://www.teachers4europe.gr/files/t4ejournals/t4eJournal_issue_03_Oct2014.pdf
7. **Vitsou, M.**, Dimou, P., (2006). Teaching approaches in pre-school and primary education of Muslim minority in Northern Greece. *Επιστήμες της Αγωγής*, τ.χ.4, 85-91

1.4.6. INTERNATIONAL CONFERENCE PROCEEDINGS

1. Vitsou, M (2020). Multimodality of Drama:identity texts and personal empowerment (148-156). In Betty Giannouli, Marios Koukounaras-Liagkis (eds) Theatre/Drama and Performing Arts in Education: Utopia or Necessity?, ISBN 978-960-9529-05-1
2. Kakana, D., Chatzopoulou, K., **Vitsou, M.**, Xiradaki, E., Mavidou, A. (2017). E-mentoring: Experimental application of a modern model of support to students in the preparation, design and implementation of practical training. Kakana in D-M. & Manoli, P. (eds.) (2017). *Digital Proceedings from the 3rd International Symposium on New Issues on Teacher Education-ISONITE 2015* (Volos, Greece, 11-13 September 2015). Volos: University of Thessaly Press
3. **Vitsou, M.** (2012). Mother tongue thema: Greek paradigm in Swedish preschool education. In Z.Gavriilidou, A.Efthymiou, E.Thomadaki, P. Kambakis-Vougiouklis (eds). *Selected papers of the 10th ICGL.(pp. 603-611)*.Komotini/Greece: Democritus University of Thrace
4. **Vitsou, M.** (2011). Second Language Project: Drama as an Educational Tool in Teaching Greek as Second Language. In Yayima Hazirlyan (eds), *International Symposium on creative drama in education, Istanbul*, (18-19 April 2011)Proceedings (p.p. 9-15)
5. **Vitsou, M.**, Dimou, P. (2009). Persona Doll in Dimarion, In Proceedings, International Congress, "Comparative Literature and Literature and Language". Ankara, Turkey:Gazi University, pp. 757-764

1.5.MEMBER OF COMITTEES

- IDEA (International Drama/Theatre and Education Association)
- O.M.E.P Greece
- Hellenic Theatre/ Drama Education Network

- Greek Center of Puppetry-UNIMA

1.6. HONORS AND AWARDS

- 2011: “Educational Drama as a driving force in teaching the Greek Diaspora in Stockholm”
"Excellence and Good Practice in Primary and Secondary Education", Institution "Ministry of Education, Lifelong Learning and Religious Affairs, Greece

